



KG2

Connect

Term 1

Student's Book



Claire Medwell
with Wendy Cherry and Emma Wilkinson

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the (CACD) Director and the amazing team there. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally – curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy
Minister of Education and Technical Education

Contents

Theme 1: Who am I ? _____



Let's remember **2**

Unit 1 Hop, skip, jump **6**



Unit 2 I play music **20**

Theme 2: The world around me _____



Unit 3 My home **34**



Unit 4 My day **48**

Review 1 **64**

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Who am I?	1 Hop, skip, jump	climb, hop, jump, kick, run, skip	I can (jump). I can (jump), too. Well done!	k: kick, kite t: teddy bear, two K: Karim T: Talia	Critical thinking: Observation: Match and say Decision making: Look and draw	Independence: Let's be healthy!	Preventative health: It's Sports Day, Let's be healthy!	Math: Counting 1-10,
	2 I play music	drum, guitar, piano, flute, triangle	I play the (piano). I play the (piano), too.	g: guitar, green p: piano, pink G: Gamila P: Peter	Problem solving: A talent show Collaboration: Let's work together! Creativity: Think, draw and color	Independence: Show and tell Sharing: Let's work together!	Community participation: Let's work together!	Music: Instruments in the class
The world around me	3 My home	bathroom, bedroom, garden, house, kitchen, living room	Where's (Dina)? She's in the (bathroom).	i: in, ink, insect u: up, umbrella I: Injy U: Uncle	Problem solving: Hide and seek Self-management: Let's do it ourselves! Respect for diversity: Homes in Egypt	Independence: Let's do it ourselves! Tolerance and acceptance of others: Homes in Egypt	Loyalty and belonging: Homes in Egypt	Social Studies: Homes in Egypt
	4 My day	get up, go to bed, go to school, have breakfast, have lunch, have dinner, play with friends	I (get up). I (have breakfast).	I: leg, lion, lemon q: quiet L: Lamya Q: Queen	Problem solving: Busy Bee's day Self-management: Let's get ready! Communication: Show and tell Critical thinking: Observation	Independence: Show and tell	Community participation: My daily routine	
Review 1		Revision from units 1-4			Communication: Acting	Participation: Board game, Acting		

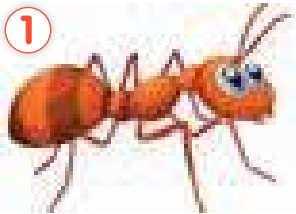


Let's remember

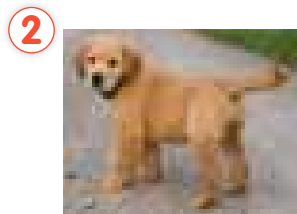


1 Look and write

d e h j m o r s a



ant



og



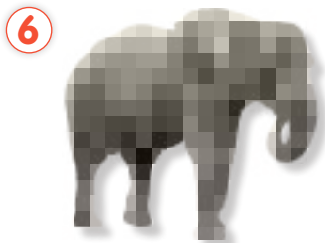
and



ump



ed



lephant



onkey



trawberry

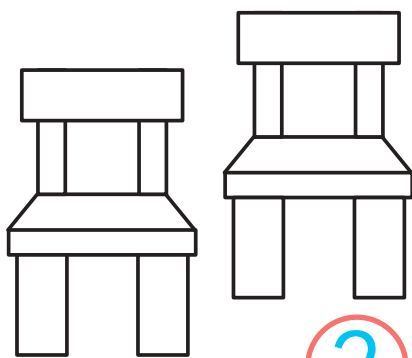


range



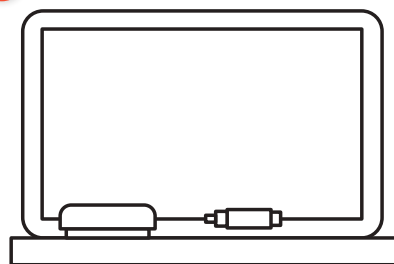
1 Count and color

1

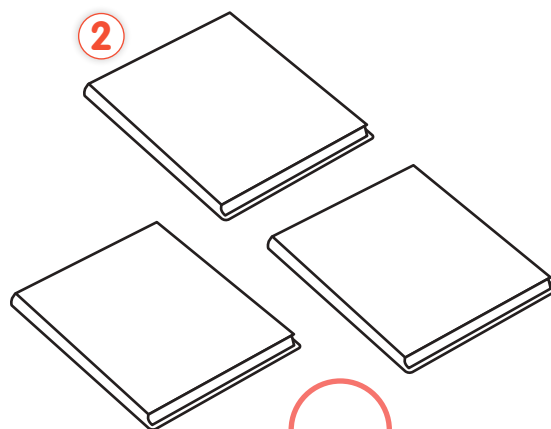


2

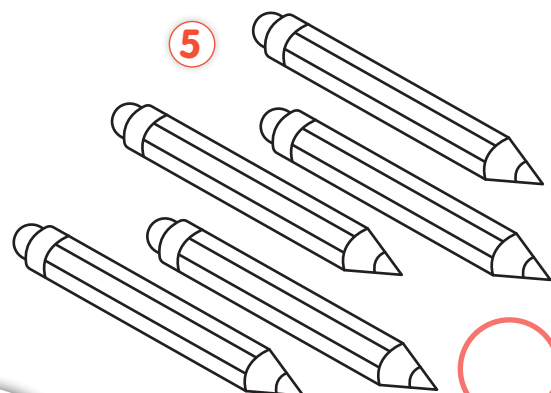
4



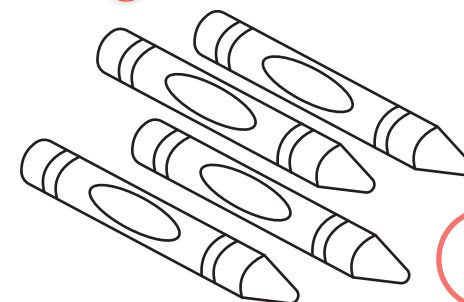
2



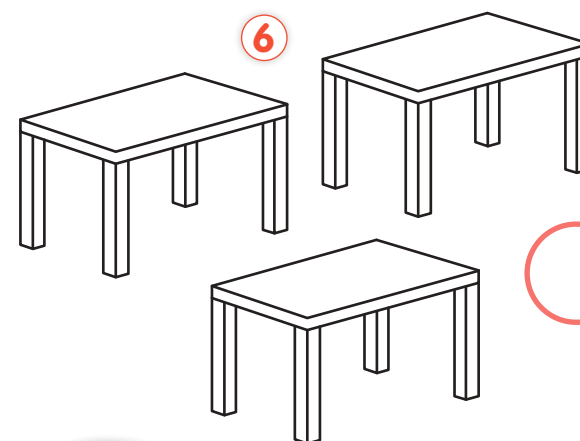
5



3



6





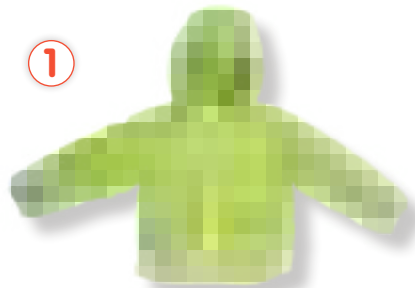
Let's remember



1 Look and write

a b c d e f ~~j~~ m h

1



jacket

2



ello

3



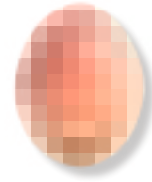
pple

4



ook

5



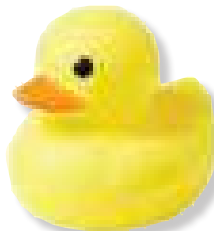
gg

6



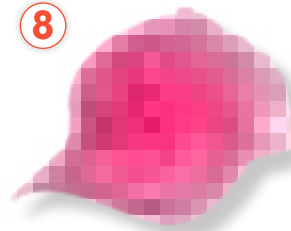
lag

7



uck

8



ap

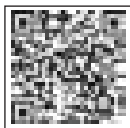
9



ug



1 Listen and number



Hop, skip, jump



1 Look, listen, and point



2 Sing



climb



hop



jump



kick



run



skip



1 Match and say



2 Color

1



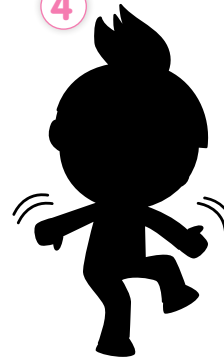
2



3



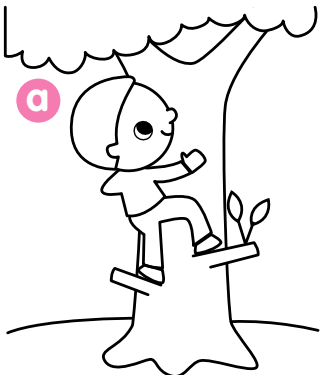
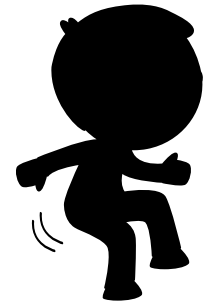
4



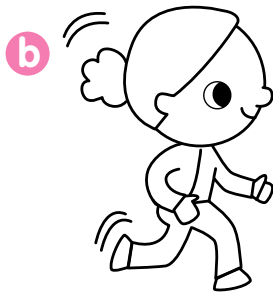
5



6



climb



run



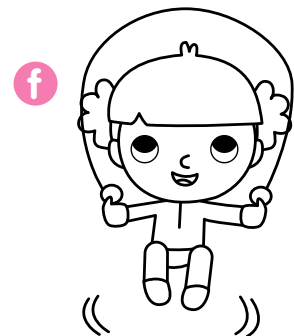
kick



hop



jump



skip

Vocabulary: climb, hop, jump, kick, run, skip

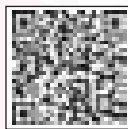
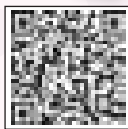
It's Sports Day!

Story

Unit
1



1 Listen, read, and point



Video



1

I can jump.



I can jump, too!

Story: It's Sports Day! I can (run). I can (run), too.

It's Sports Day!

Story

Unit
1

2



3



It's Sports Day!

Story **Unit 1**

4

I can run!



5

I can hop!



I can... Whooah!

Think!

?

? What's wrong with Youssef?
Can he climb?

It's Sports Day!

Story

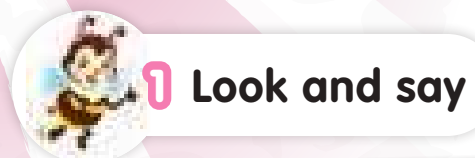
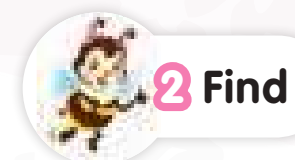
Unit
1

6



Let's
exercise!

Let's be healthy!



eat



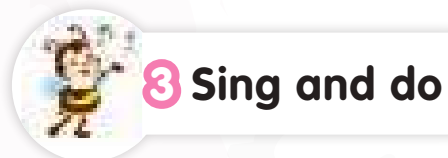
jump



run



kick



Video



We're healthy!



1 Look and draw



1



2



3



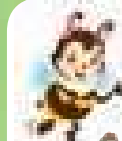
4



I can skip



1 Look, listen, and point



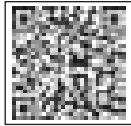
3 Look and say



2 Make a class poster



1 Listen and choose



1



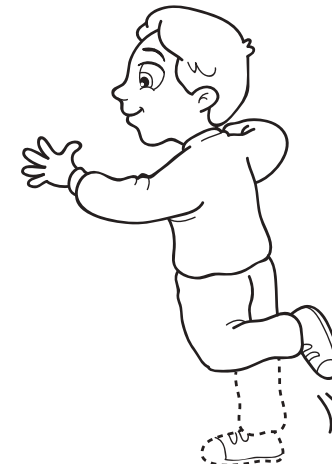
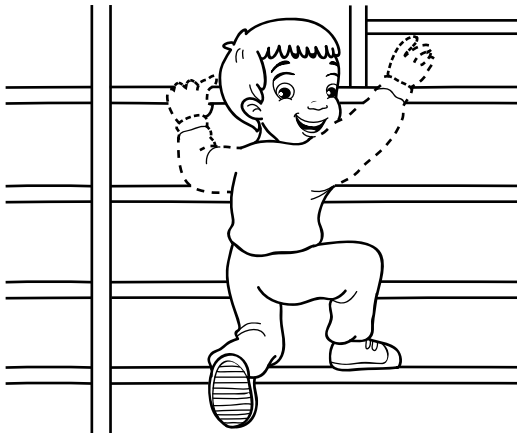
2 Trace what you choose

2



3 Now color and say

3



Language: *I can (skip)!*

Learn sounds with Busy Bee!

Phonics

Unit



k K
t T

1 Look, listen, and repeat

2 Look and circle **t** and **k** or **T** and **K**



teddy bear



two

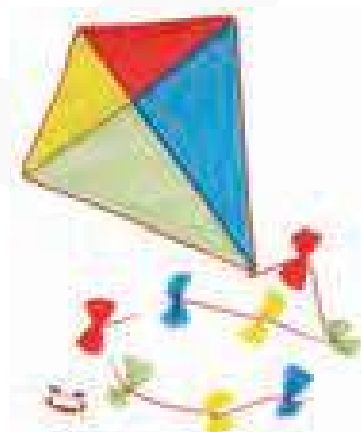


Talia

Karim



kick



kite

a b c d e f g h i j **k** l m n o p q r s **t** u v w x y z

Phonics: the t and k sounds

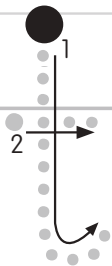
Learn to write with Busy Bee!

Writing Unit 1

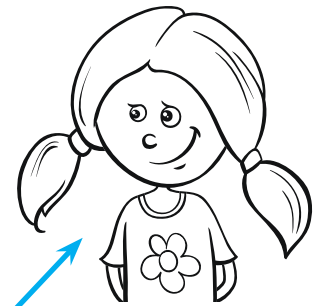
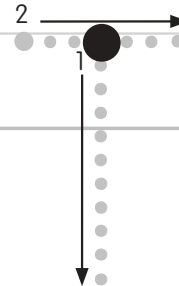
k K
t T



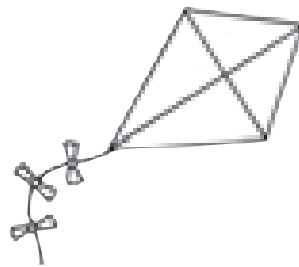
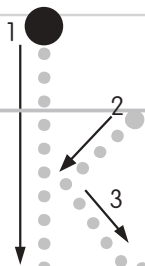
Trace and color



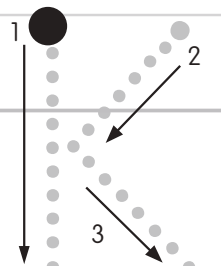
teddy bear



Talia



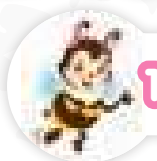
kite



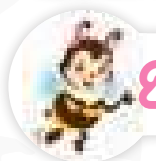
Karim

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Learn numbers with Busy Bee!



1 Look and read

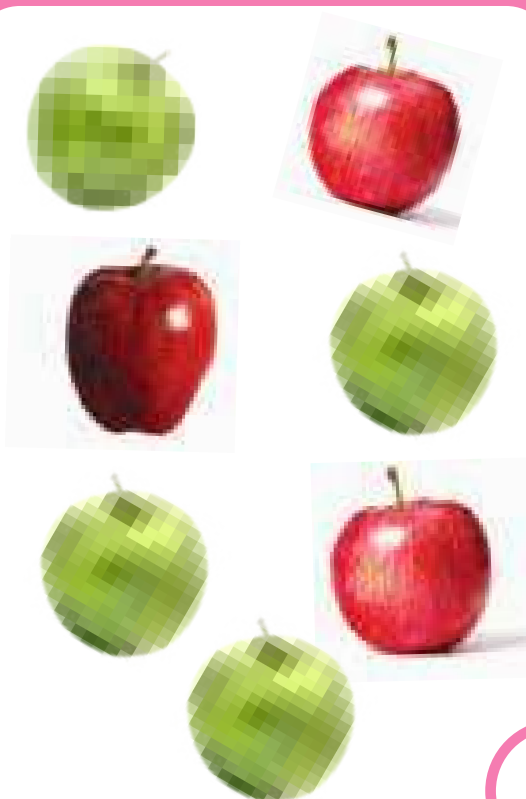


2 Count and write

1 2 3 4 5 6 7 8 9 10



6





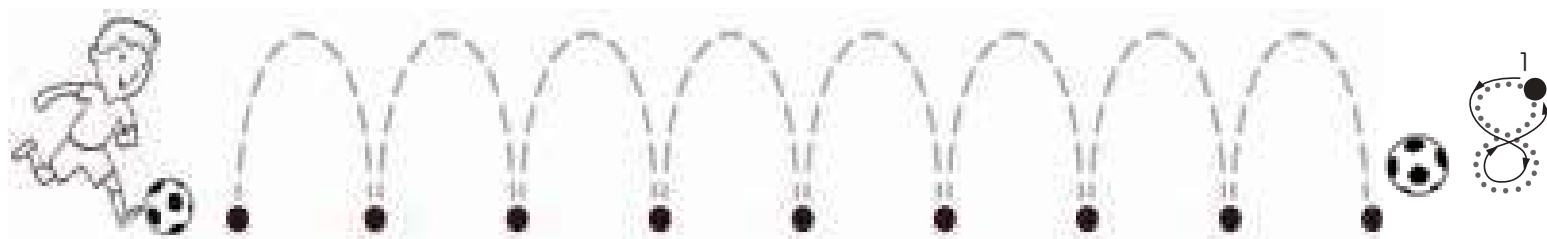
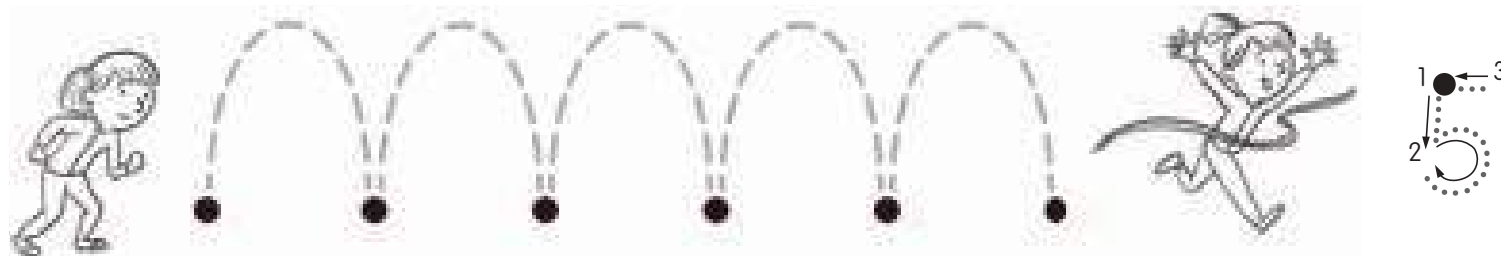
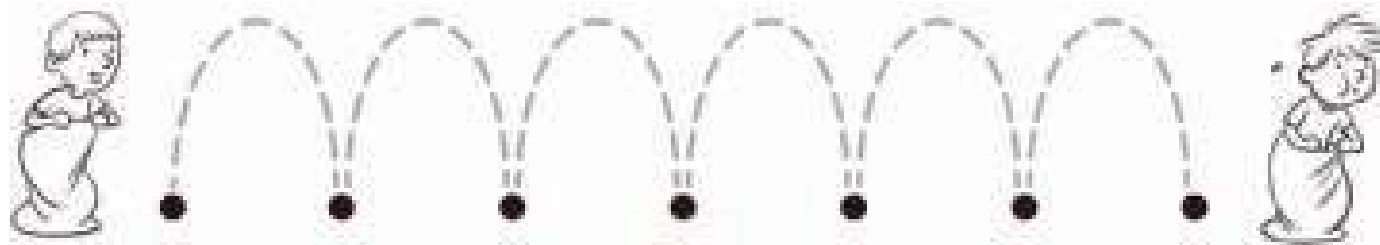
1 Count, trace, and say



2 Color



3 Look and color



Vocabulary



Issues



Phonics **t k T K**



Unit 2

I play music

1 Look, listen, and point



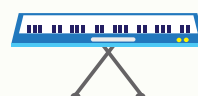
2 Sing



drum



guitar



piano



flute



triangle



Video

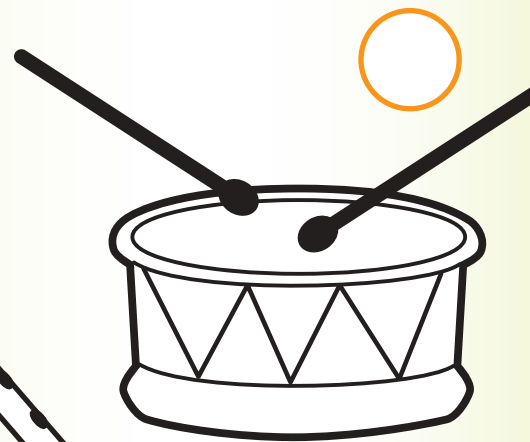
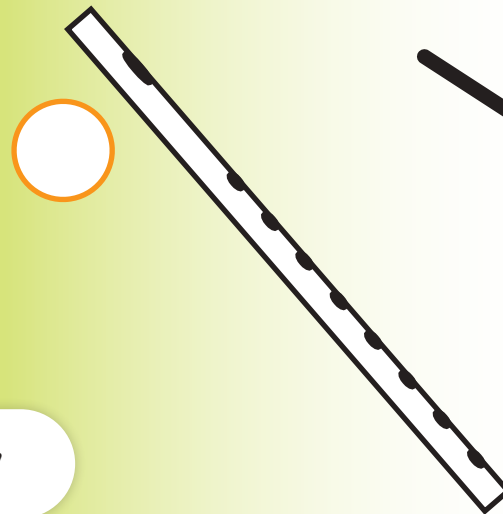
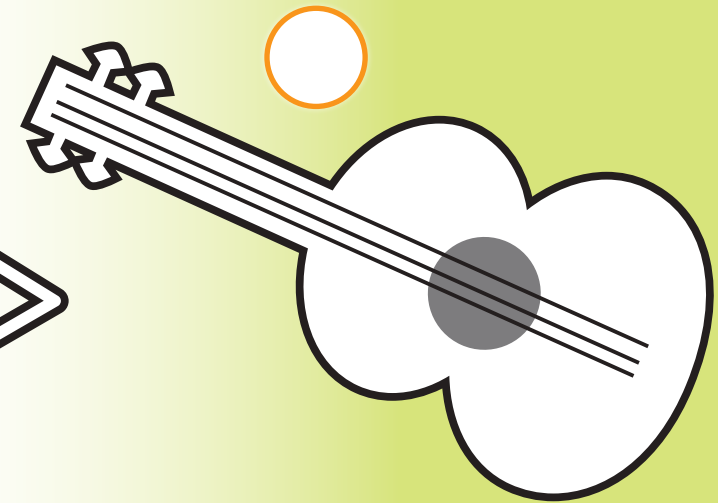
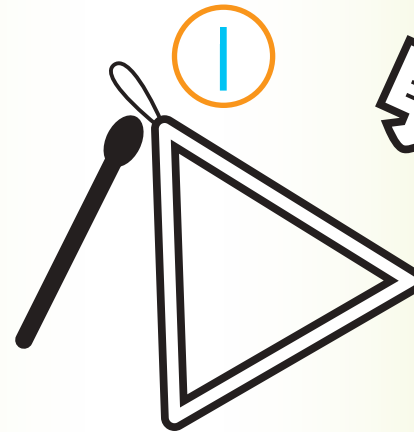
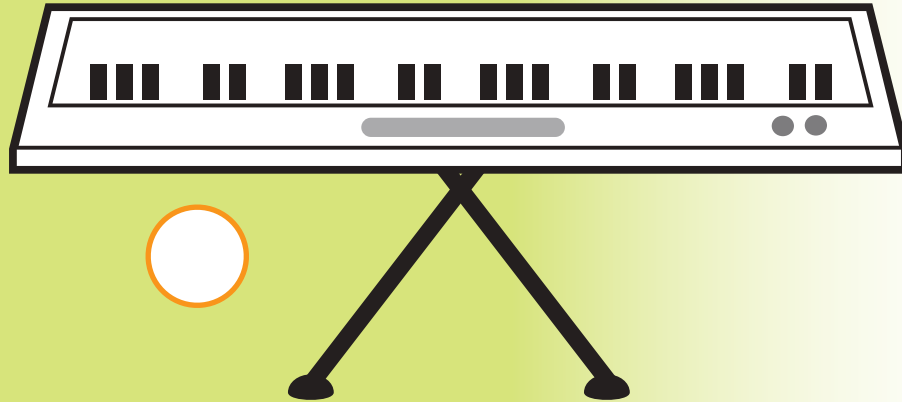


Video





1 Listen and number



2 Color and say



Vocabulary: drum, guitar, piano, flute, triangle

A talent show



1 Listen, read, and point

1



Video



It's our talent show today! Let's start!

I'm Adam.
I play the piano.

Story: A talent show I'm (Adam). I play the (piano). Well done!



A talent show



Story

Unit
2

2





A talent show



Story

Unit
2

3



I'm Laila.
I play the triangle.



Think!



? What instrument will
Busy Bee play?



A talent show



Story

Unit
2

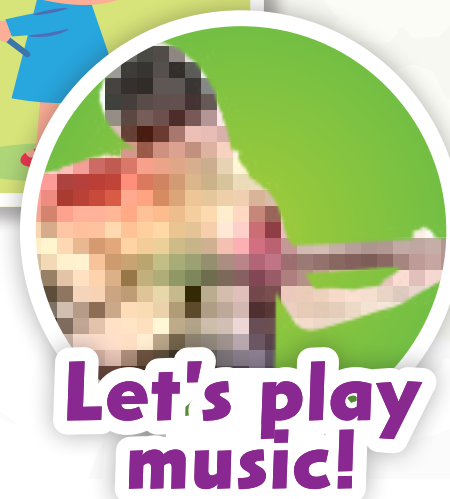
4

I play the drum!



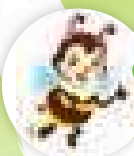
5

Let's play together!



Let's play
music!

Let's work together!



1 Look and say



guitar



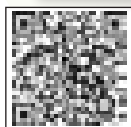
piano



drum



2 Sing and do



Video



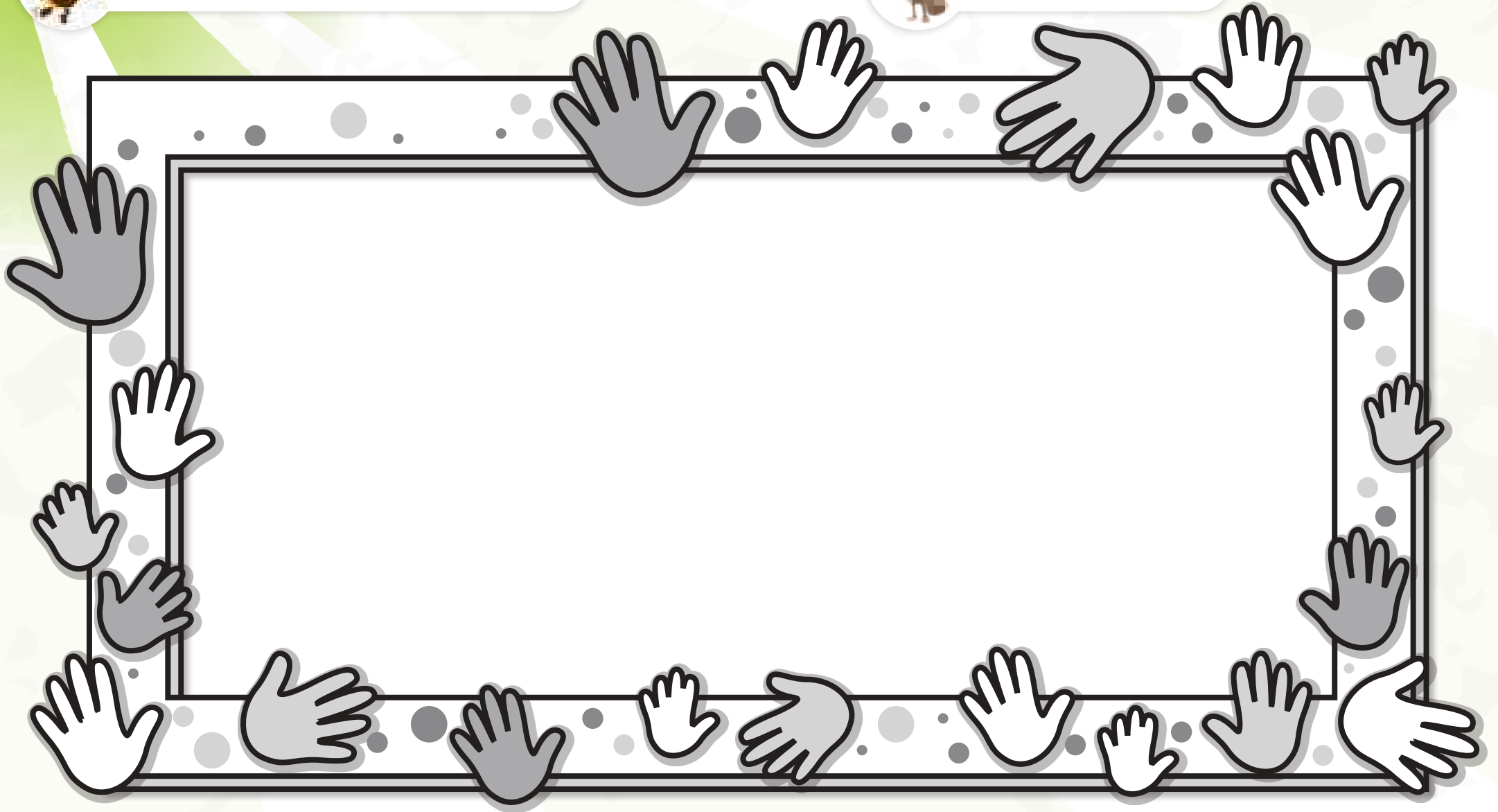
We work together!



1 Think of a musical instrument



2 Draw and color



Language: *This is my (guitar).*

I play the guitar!



1 Listen and point



2 Look and say





1 Listen and match



2 Trace and say



1



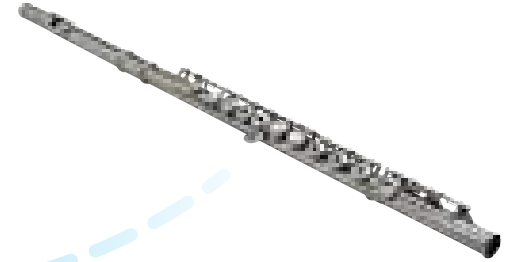
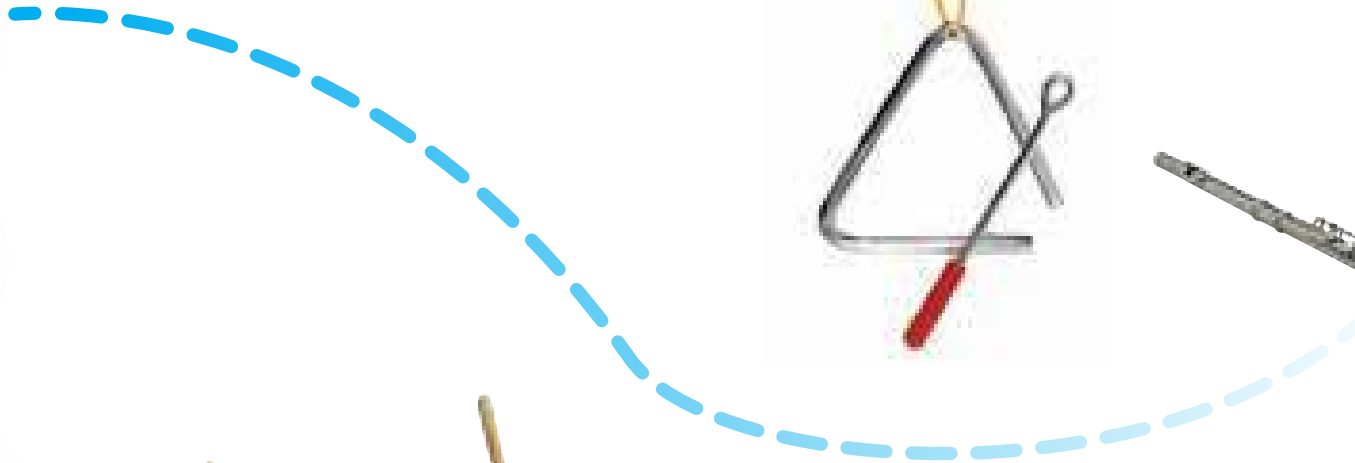
2



3



4



Language: I play the (flute)!

Learn sounds with Busy Bee!

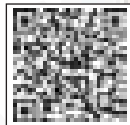
g G
p P



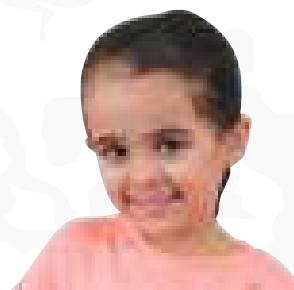
1 Look, listen, and repeat



2 Look and circle g and p or G and P



guitar



Gamila



green



piano



Peter



pink

abcdefghijklmnopqrstuvwxyz

Phonics: the g and p sounds

Learn to write with Busy Bee!

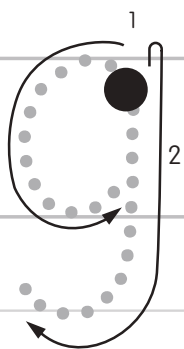
Writing

Unit
2

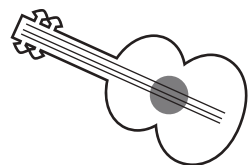
g G
p P

1 Trace and copy

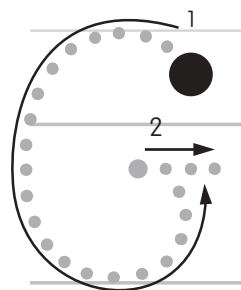
2 Color and say



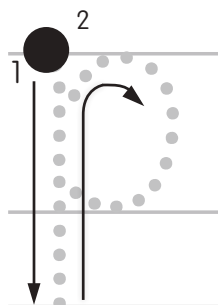
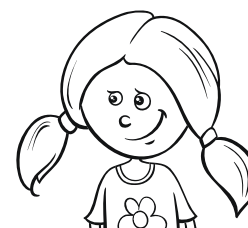
g



guitar green



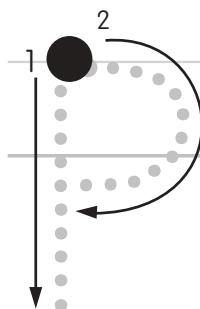
Gamila



p



piano pink



Peter



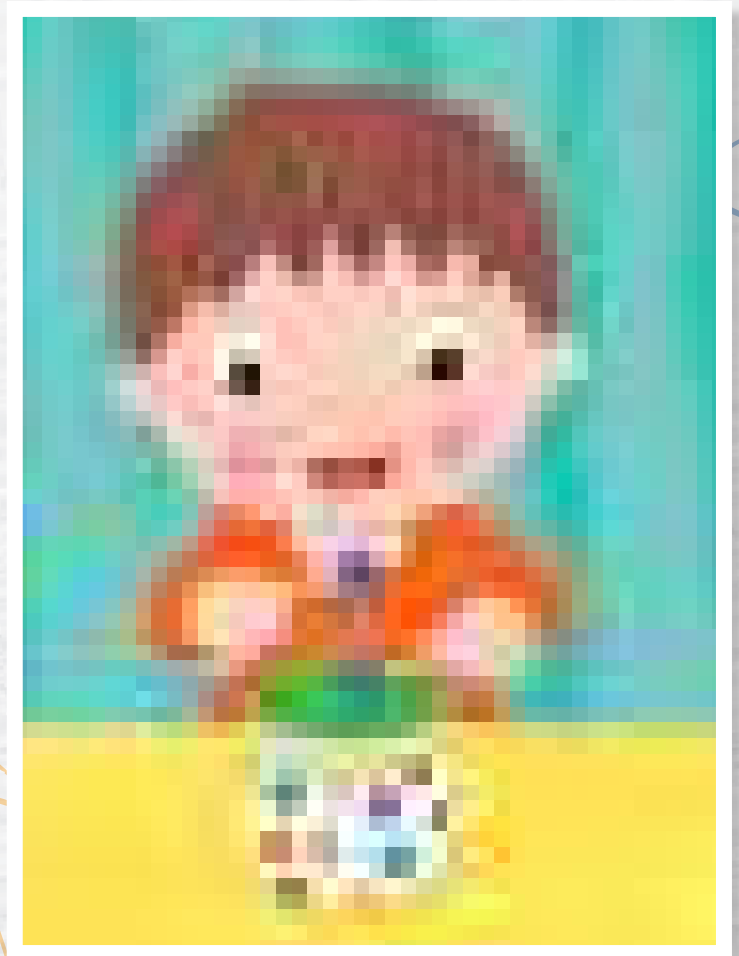
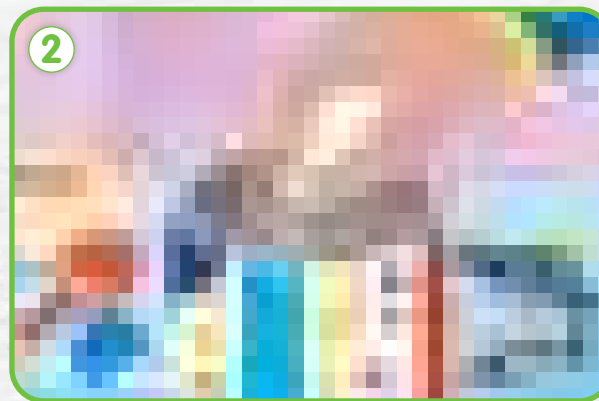
ABCDEF **G** HIJKLMNO **P** QRSTUVWXYZ

A drum

Project **Unit 2**

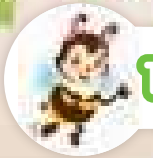
1 Make a drum

2 Look and say



Language: *This is my drum.*

Show and tell



1 Show and tell



Language: I can play the (drum).

Unit review **Unit 2**



2 Look and color

Vocabulary



Life skills

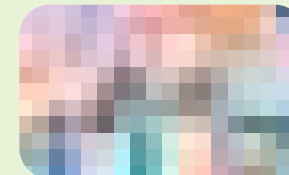


Phonics

g G p P



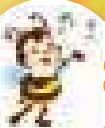
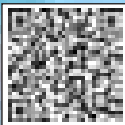
Art



My home



1 Look, listen, and point



2 Sing



Video



Video



bathroom



bedroom



garden



house



kitchen



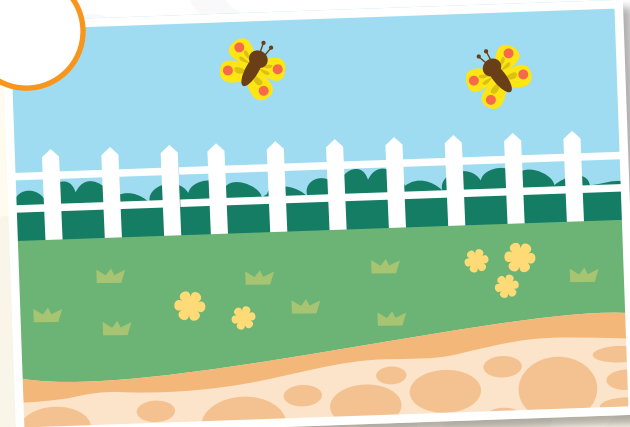
living room



1 Look, listen, and number



2 Look and say



Vocabulary: bathroom, bedroom, garden, house, kitchen, living room

Hide and seek

Story **Unit 3**



1 Listen, read, and point

Let's play a game!

1



2



Where's Dina? She's in the garden.



Video



Story: Hide and seek Where's Busy Bee? She's in the (kitchen).

Hide and seek

Story

Unit
3

Where's Youssef?

Where's Laila?



He's in the bathroom!



She's in the living room!

Hide and seek

Story **Unit 3**

5

Where's Busy Bee?



Think!



Where's Busy Bee?

Hide and seek

Story

Unit
3

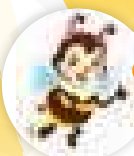
She's in the bedroom!

6

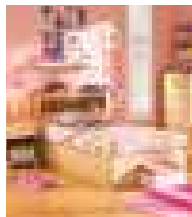


**Make your
bed!**

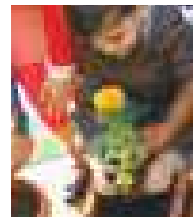
Let's do it ourselves!



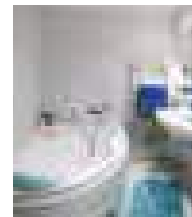
1 Look and say



bedroom



garden



bathroom



2 Sing and do



Video



I can do it !



1 Look and draw ☺ ☹

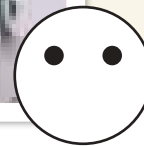


2 Say

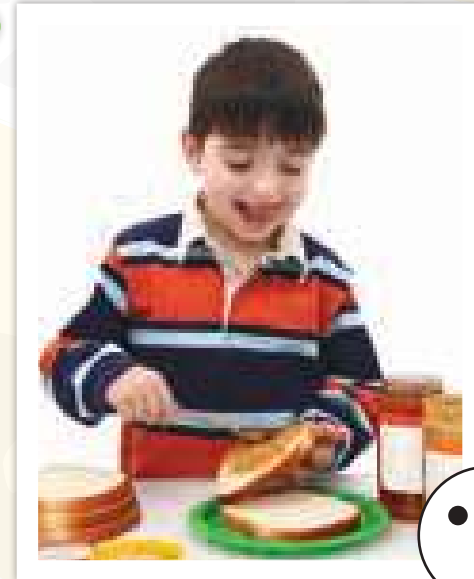
1



2



3



4



5

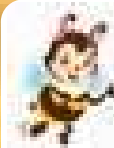


Language: I can/can't do it.

Where's Dina?

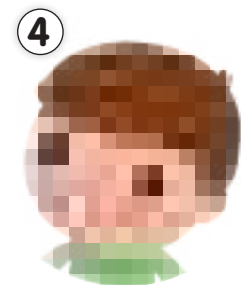
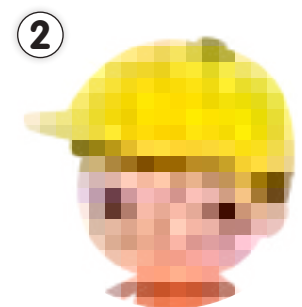
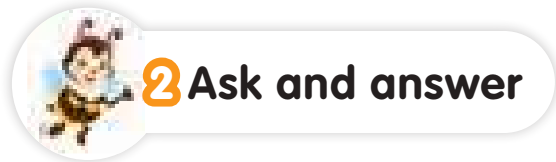


1 Listen, point, and play



2 Look and say





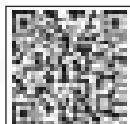
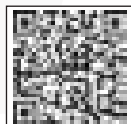
Language: *Where's (Dina)? She's in the (bedroom).*

Learn sounds with Busy Bee!

i I
u U



1 Look, listen, and repeat



2 Look and circle i and u or I and U



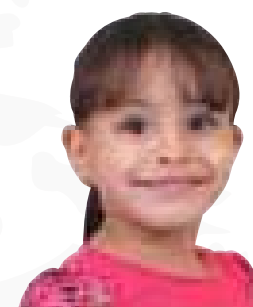
in



insect



ink



Injy



umbrella



up



Uncle Amr

abcdefghijklmnopqrstuvwxyz

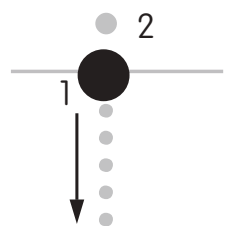
Phonics: the i and u sounds

Learn to write with Busy Bee!

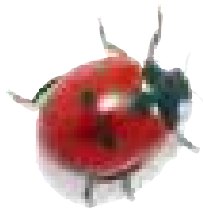
Writing **Unit 3**

i I
u U

Trace and copy



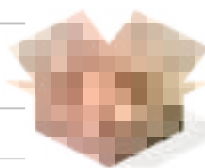
i



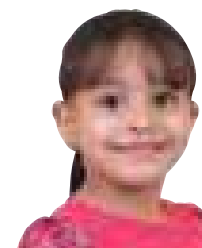
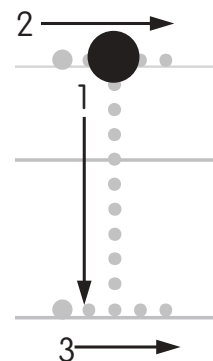
insect



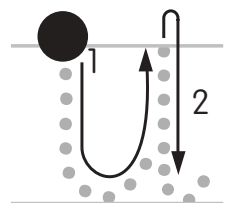
ink



in



Injy



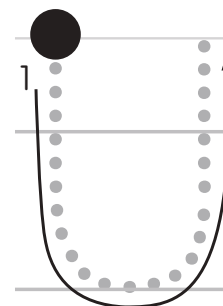
u



umbrella



up



Uncle Amr

ABCDEFGHIJKLMNOPQRSTUVWXYZ

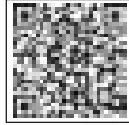
Homes in Egypt



Look, listen, and repeat



Video



1

Nubia



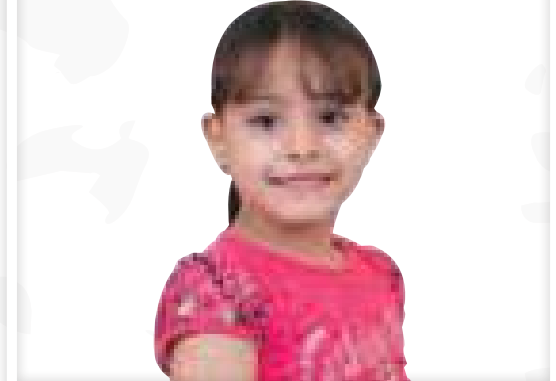
2

Cairo



3

Alexandria



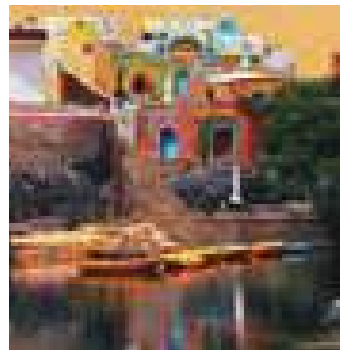
Homes in Egypt



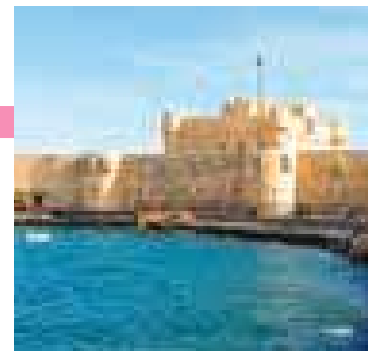
1 Look, listen, and follow



2 Now say



Nubia



Alexandria



Cairo

Unit review ^{Unit}3

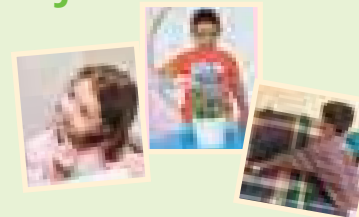


3 Look and color

Vocabulary



Life skills



Phonics

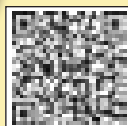


Language: I live in (Cairo).

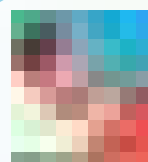
Social Studies: Homes in Egypt

Unit 4

My day



1 Look, listen, and point



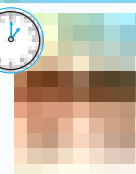
get up



have breakfast



go to school



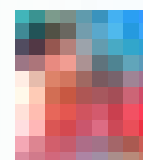
have lunch



play with friends



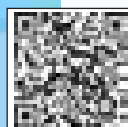
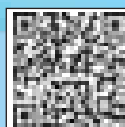
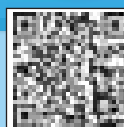
have dinner



go to bed



2 Sing

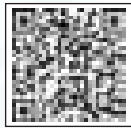


Video

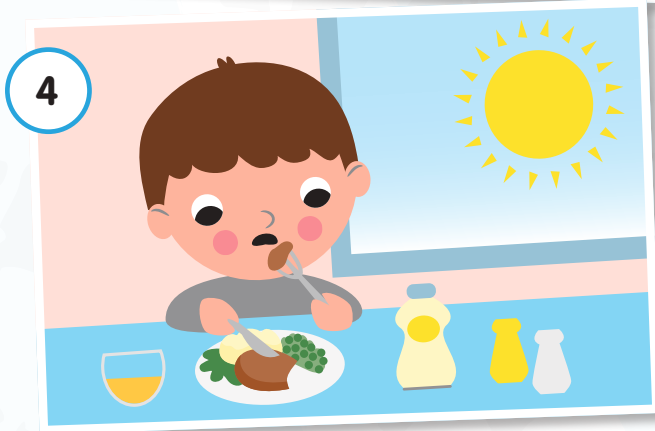
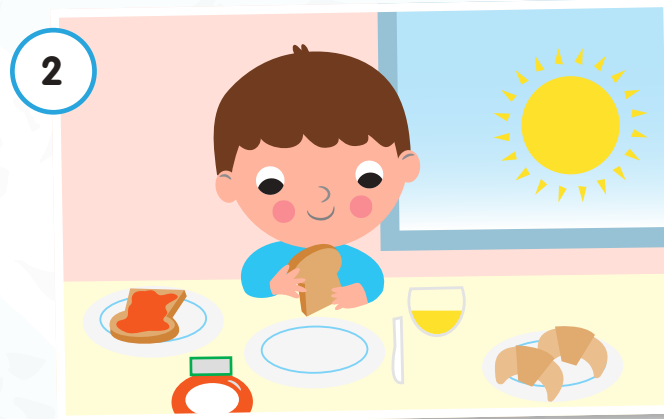
Video



1 Look, listen, and point



2 Choose, act, and say



Vocabulary: get up, have breakfast, go to school, have lunch, play with my friends, have dinner, go to bed

Busy Bee's day!



Story

Unit
4



1 Listen, read, and point



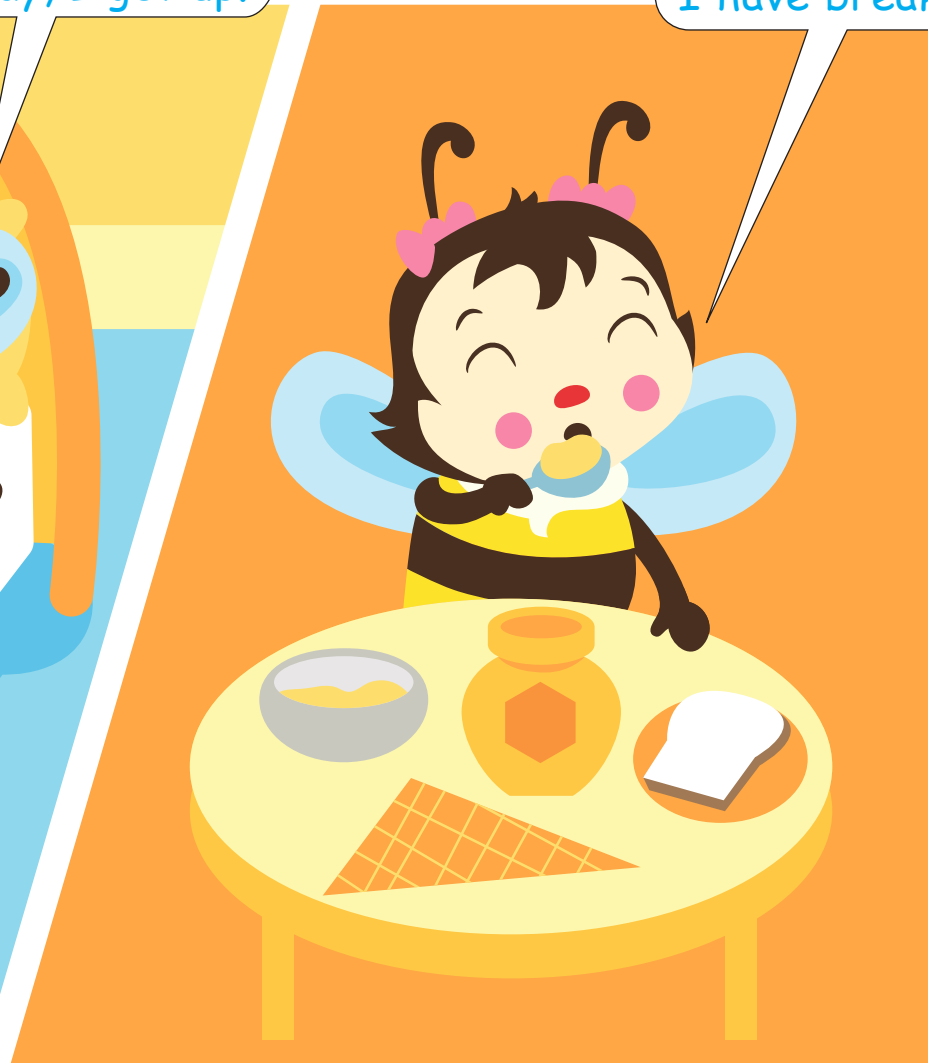
Video

1

Good morning!
Everyday, I get up.



I have breakfast.



Busy Bee's day!



Story

Unit
4

2

I go to school with
Adam and Dina.



Goodbye, Adam!
Goodbye, Dina!
Goodbye, Busy Bee!

3



I have lunch with Adam
and Dina at home.

Busy Bee's day!



Story **Unit 4**

4



Think!



Busy Bee wants to play!
What should the children do?

Busy Bee's day!



Story

Unit
4

5

You are the
queen bee!



I'm Busy Bee, the
queen bee!

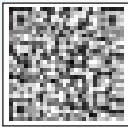
6

Then, I go to bed.
Good night!

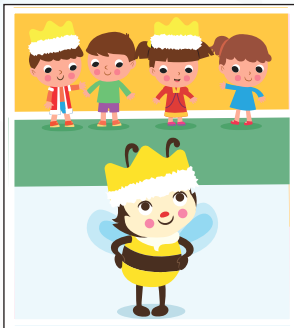


**Smile and
say Hello!**

1 Listen and order



2 Now say



Story: Busy Bee's day! *I get up. I have breakfast.*



1 Look and say

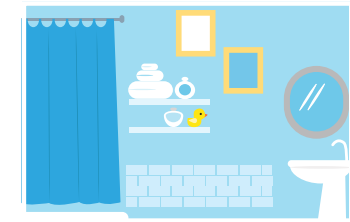
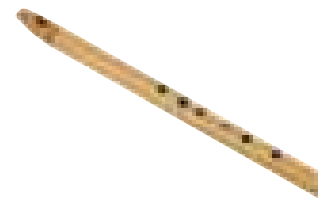
1



2 Circle the odd one out



2



3



4

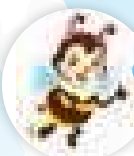
K

t

P

I

Let's get ready!



1 Look and say



get up



have
breakfast



go to
school



2 Sing and do

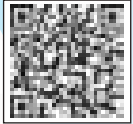


Video

We get ready!



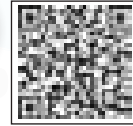
1 Listen and match



2 Trace



3 Listen again and repeat



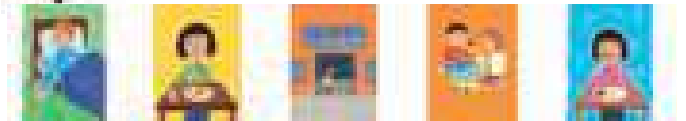
My daily routine



1 Look, listen, and point



3 Look and say



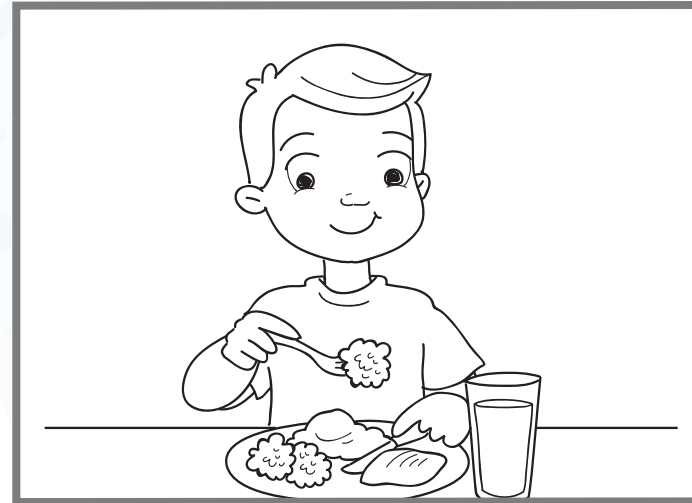


1 Color and say

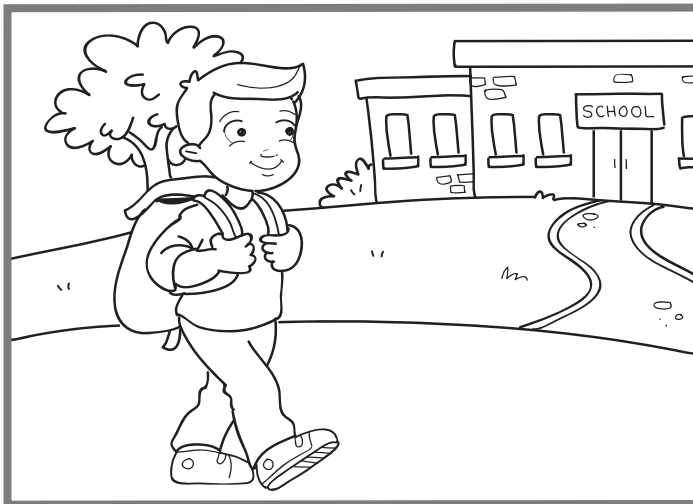
①



②



③



④



Language: I get up, I have breakfast, I go to school, I go to bed.

Learn sounds with Busy Bee!

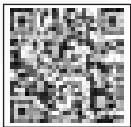
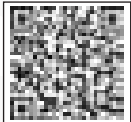
l **L**
q **Q**



1 Look, listen, and repeat



2 Look and circle **l** and **q** or **L** and **Q**



leg



lion



lemon



Lamya

Queen Elizabeth



quiet



abcdefghijklmnopqrstuvwxyz

Phonics: the **l** and **q** sounds

Learn to write with Busy Bee!

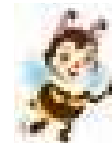
Writing

Unit
4

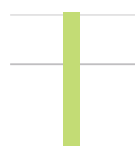
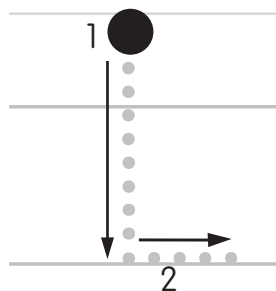
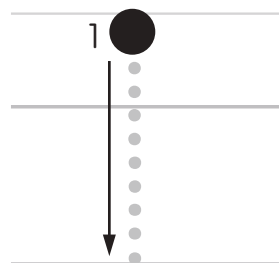
l L
q Q



1 Trace and copy



2 Say



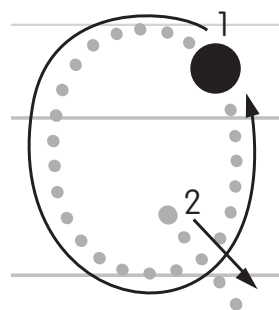
eg



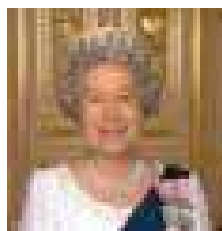
ion



amya

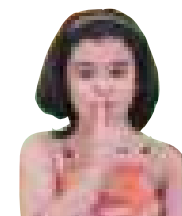
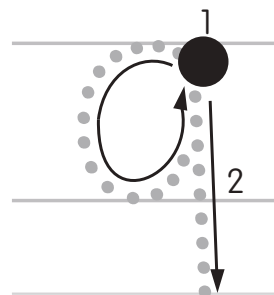


Q



Queen

Elizabeth



quiet

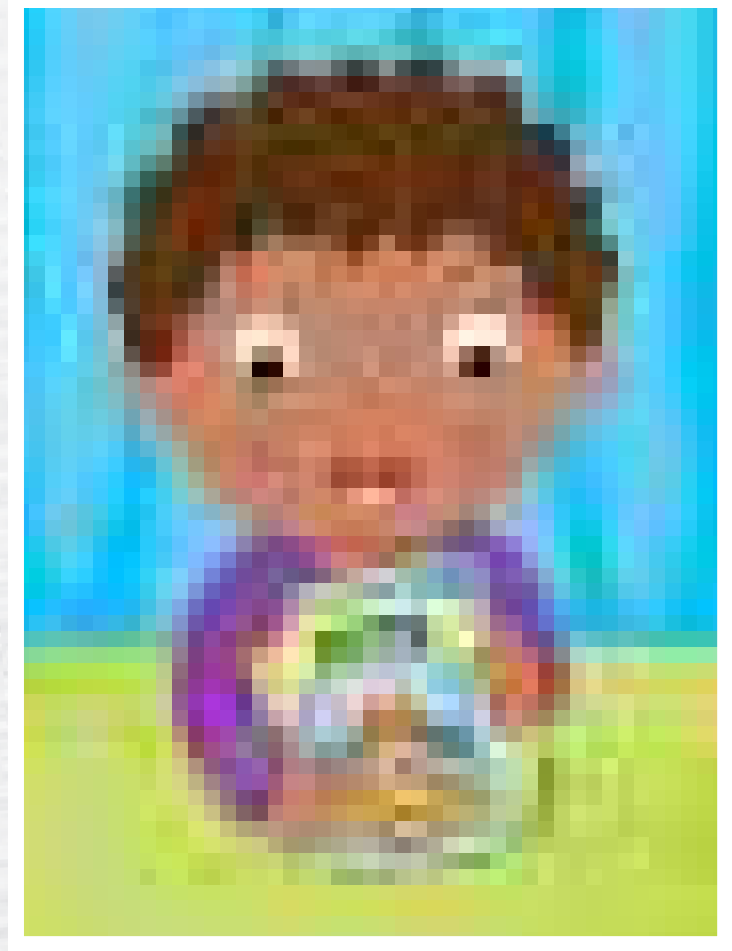
ABCDEFGHIJKLMNOPQRSTUVWXYZ

A daily routines mini book

Project **Unit 4**

1 Make a daily routines mini book

2 Look and say



Language: It's my daily routines book. I get up. I have breakfast.

Show and tell



1 Show and tell



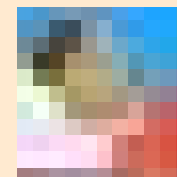
Language: *I go to bed.*

Unit review **Unit 4**

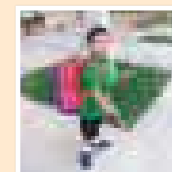


2 Look and color

Vocabulary

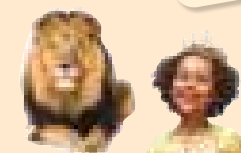


Life skills

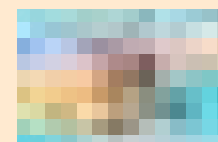


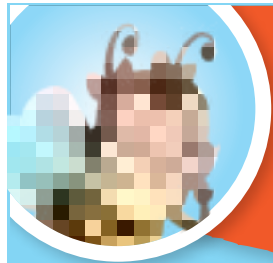
Phonics

I L a Q



Project





Review 1



1 Look, listen, and point

Illustration of a boy in a yellow cap and red shirt, a girl in a green shirt and purple shorts, and a girl in a purple dress standing on a grassy field. A boy in a blue shirt is also present. The background features a green bush, a blue tree, and a blue sky with clouds.

6						
7						
8						

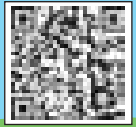


2 Color the star

Review Vocabulary 1

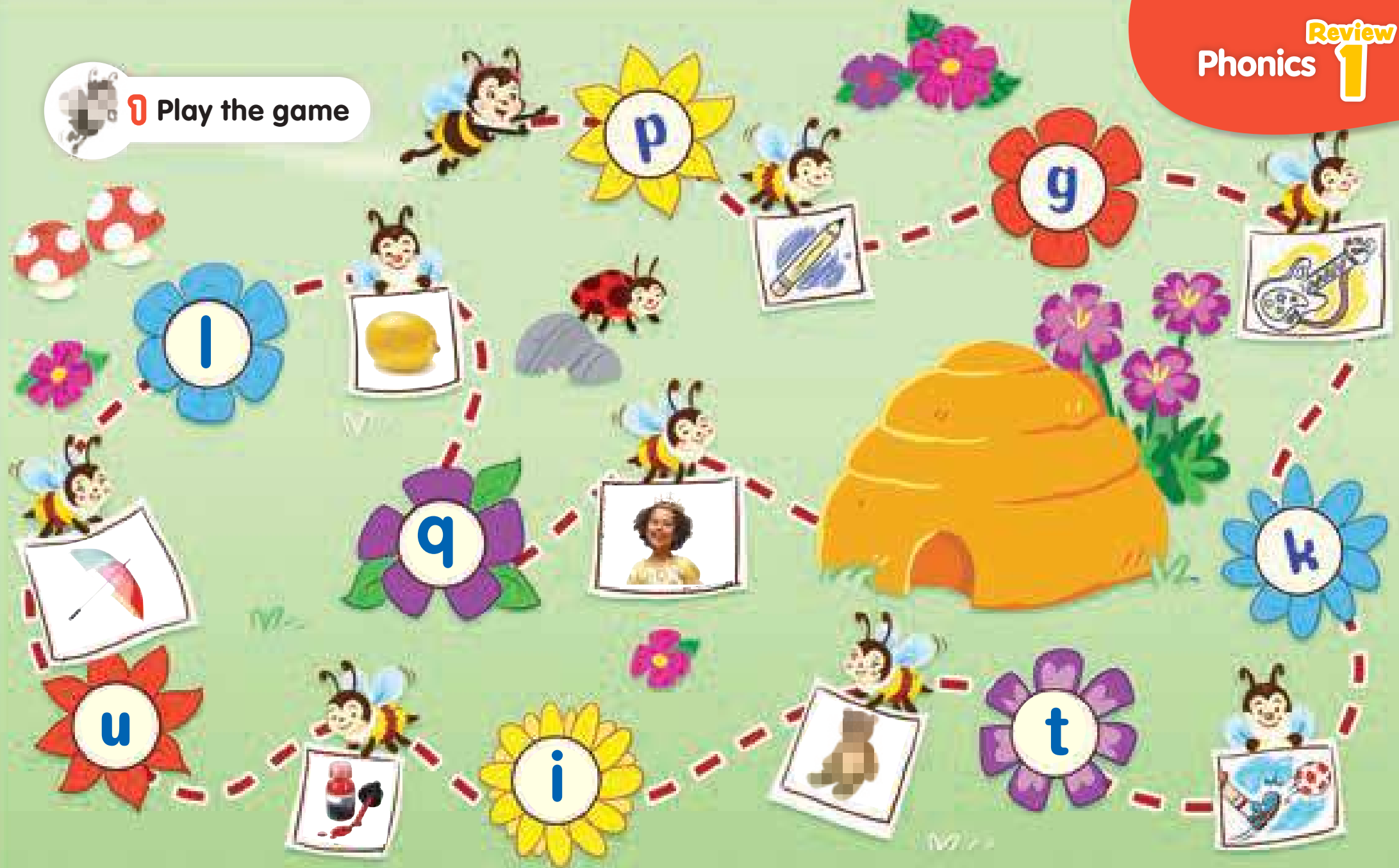


1 Look, listen, and number



Revision of language from units 1-4

 Play the game





1 Listen and point



1



2



4



3



2 Act

Revision of language and vocabulary from units 1-4

Egyptian International Publishing Company – Longman



9 Rashdan Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

Copyright © 2018 held jointly by special agreement between the Egyptian Ministry of Education and Technical Education and the Egyptian International Publishing Company - Longman



York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

First Published 2018
This impression 2023
ISBN 978-977-16-1493-7
Deposit 11447/2018

Printed by

The rights of Claire Medwell, Wendy Cherry and Emma Wilkinson to be identified as authors of this Work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.

Acknowledgements

Photographs sourced by York Press and pictureresearch.co.uk

The Publishers are grateful to all those who have given permission to reproduce copyright material.

Alamy/ Myrleen Pearson for p36, p38 and p63 making bed; Getty Images/ KidStock for p39 laying table; iStockphoto/ shapechange for p12 walk / monkeybusinessimages for p16 running; Shutterstock/ Michael Dechev for p2 jumper / shipfactory for p2 elephant / Eric Isselee for p2 monkey / Anastasiia Skorobogatova for p2 strawberry / Iurii Kachkovskiy for p2 orange / Nanisimova for p4 jacket / Phovoir for p4 cap / Nattika for p4 egg / Tim UR for p4 apple / MicroOne and Nerthuz for p4 book / Koltsov for p5 boy washing face / Melissa King for p10 jump / worker for p10 run / Sergei Kolesnikov for p10, p14, p46, p56, p57 and p71 kicking boy / Volodymyr Tverdokhib for p10 centre left / Monkey Business Images for p10 centre / A_Lesik for p10 centre right / Rob Hainer for p12 climb / Africa Studio for p12 run, p12 skip, p52 centre, p58 get up and p58 eat lunch / glenda for p12 kick / Artem Kutsenko for p14, p33, p46 and p69 apple / Gelpi for p16 running girl / Svetlana Maslova for p16 ball 1 / Dakalova luliia for p16 ball 2 / Bildagentur Zoonar GmbH for p16 ball 3 / jocic for p16 ball 4 / marinomarinini for p16 ball 5 / Stepan Bormotov for p16 ball 6 / Hurst Photo for p16 ball 7 / Ivonne Wierink for p16 ball 8 / Littlekidmoment for p22 boy / Tatiana Popova for p24 and p32 guitar / Boiko Y for p24 piano / Billion Photos for p24 drum / Arvind Balaraman for p27 boy 1 / Jeka for p27 girl 2 / Samuel Borges Photography for p27 boy 3 and p54 boy left / Sashkin for p27 drum / Vereshchagin Dmitry for p27, p28, p31 and p46 guitar / kak2s for p28, p31, p32 and p46 piano / Jirka Bursik for p38 bathroom / Halfpoint for p38 cleaning teeth / Duplass for p39 making sandwich / somsak nitimongkolchai for p39 tying shoe / Serhiy Kobayakov for p50 girl / ladybirdstudio for p52 get up / Noam Armonn for p52 eat breakfast / Blaj Gabriel for p52 go to school / Dragon Images for p52 centre left and p61 go to school / Olesia Bilkei for p52 centre right / ESB Professional for p54 boy right / Grin Maria for p56, p57, p61 queen / Anna Grigorjeva for p58 go to bed / AlinaMD for p58 and p59 morning / azarinelli for p58 and p59 noon / Andrey Uraev for p59 sunset

Commissioned photography by Graham Alder at MM Studios, Oxford, UK and Emad Allam, Cairo, Egypt

Picture credits

Illustrators: Ilias Arahovitis (Beehive Illustration), Henrique Brum (Beehive Illustration), Fhiona Galloway (Beehive Illustration), Gary Joynes (Beehive Illustration), Adam Linley (Beehive Illustration), John Lund (Beehive Illustration), Faye Robson (Beehive Illustration)

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.